Graduate Reading Practicum Requirements

RDG 587

I. Catalog Description: **Practicum in Reading K-6. (3)** An advanced course where knowledge of diagnosis and instruction is refined, applied, and extended as students work individually with small groups of K-6 students in a closely supervised instructional setting. **Prerequisites:** RDG 570, RDG 571, and RDG 573.

II. Population Served: Candidates in the Reading Specialist Program

III. Number of Required Field/Internship Hours: 22 hours

IV. Required Activities:
   A. Use a variety of assessments to identify the strengths and challenges of a student in K-6.

   B. Plan instruction for the tutee based on the identified strengths and weaknesses.

   C. Continually use formative assessment to guide instruction for the tutee that addresses he/her areas of weaknesses while capitalizing on identified strengths.

   D. Engage in reflection upon teaching effectiveness as related to student growth and engagement and motivation to read.

V. How Activities Are Assessed:
   A. Candidates complete a case study for their tutee, which is evaluated using a rubric.

   B. Faculty complete observations of the candidate as he/she tutors a student using a common evaluation form. Feedback is provided regularly to the candidate to ensure the progress of both the candidate and the tutee.
I. Catalog Description: **Practicum in Reading 7-12. (3)** An advanced course where knowledge of diagnosis and instruction is refined, applied, and extended as students work individually with small groups of 7-12 students in a closely supervised instructional setting. *Prerequisites: RDG 568, RDG 571, and RDG 573.*

II. Population Served: Candidates in the Reading Specialist Program

III. Number of Required Field/Internship Hours: 22 hours

IV. Required Activities:
   A. Use a variety of assessments to identify the strengths and challenges of a student in 7-12.

   B. Plan instruction for the tutee based on the identified strengths and weaknesses.

   C. Continually use formative assessment to guide instruction for the tutee that addresses he/her areas of weaknesses while capitalizing on identified strengths.

   D. Engage in reflection upon teaching effectiveness as related to student growth and engagement and motivation to read.

V. How Activities Are Assessed:
   A. Candidates complete a case study for their tutee, which is evaluated using a rubric.

   B. Faculty complete observations of the candidate as he/she tutors a student using a common evaluation form. Feedback is provided regularly to the candidate to ensure the progress of both the candidate and the tutee.